DOCUMENT RESUME

ED 200 501 SO 013 267

AUTHOR Naylor, David T.
TITLE Learning About Law. A Law-Related Instructional Unit for Children in Grades 5 and 6.
INSTITUTION Ohio State Bar Association, Columbus.
SPONS AGENCY Ohio State Dept. of Economic and Community Development, Columbus. Office of Criminal Justice Services.
PUB DATE 80
NOTE 52p.; For related documents, see SO 013 268-270.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Educational Objectives; Elementary Education; Grade 5; Grade 6; *Laws; Learning Activities; *Legal Education; Skill Development; *Social Studies; Teaching Guides; Teaching Methods; Units of Study

ABSTRACT

This document contains an instructional booklet for teachers and a book of spiritmaster handouts for use by students in fifth and sixth grade social studies programs on law-related education. The general objective of the unit is to help elementary school pupils understand and deal successfully with a variety of rules, responsibilities, and laws. More specific objectives include helping students distinguish between laws and customs and between the facilitative and restrictive nature of law, recognize and provide examples of how the law affects individuals, distinguish between freedom and license, propose at least one law that could improve community life, accept differences in opinion regarding specific laws, classify laws according to the functions they serve, and formulate hypotheses concerning the necessity of laws in given situations. The unit is presented in 14 lessons, entitled What is a law? Laws and Customs, How do you feel about Law? How Law Affects You, Understanding Freedom, Living without Law, a Need for Law? Reasons For Law, Law Meets Common Needs, Laws Should be Clear and Understandable, Laws for a Modern Society, Recognizing Good Laws, Writing a Good Law, and How Do You Feel About Law? For each lesson, information is presented on objectives, an overview, procedures, activities, and handouts. Students are involved in a variety of activities, including keeping an individualized booklet on laws, brainstorming, writing down laws relating to things they see from the classroom window, discussing laws in class, drawing murals depicting familiar laws, and analyzing silly and poorly written laws. Handouts to accompany the lessons include matching exercises, fill-in-the-blanks exercises, quizzes, and stories illustrating legal concepts. The unit can be taught as a consecutive miniunit or as a series of sub-units integrated into the existing curriculum. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED200501

LEARNING ABOUT LAW

A Law-Related Instructional Unit for Children in Grades 5 and 6

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Gary L. Hunt
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DEVELOPED BY:

Dr. David T. Naylor
Executive Director
Center for Law-Related Education
&
Associate Professor of Education
University of Cincinnati

Dr. Ronald E. Sterling
Associate Professor of Education
University of Cincinnati

Dr. Glenn C. Markle
Associate Professor of Education
University of Cincinnati

Michael V. Minton
Intermediate School Teacher
North College Hill Public Schools

Ronald Wendiandt
Artist
Cincinnati

SO 013 267

OHIO STATE BAR ASSOCIATION
1880-1980
A Century of Service

LEARNING ABOUT LAW is part of an elementary school curriculum project of the Ohio State Bar Association produced through a Law Enforcement Assistance Administration grant awarded by the Office of Criminal Justice Services of the Ohio Department of Economic and Community Development (Project Number 78-BC-B01-8491).

Gary N. Hunt
Ohio State Bar Association
Project Director

All rights reserved, including the right to reproduce this book, or portions thereof, except that permission is granted to educators to reproduce the materials contained herein for instructional purposes, provided that such materials are not sold.

© Copyright 1980
Ohio State Bar Association
33 West Eleventh Avenue
Columbus, Ohio 43201

LEARNING ABOUT LAW
AN INSTRUCTIONAL UNIT FOR INTERMEDIATE AGE CHILDREN

Rationale

We live in a society heavily influenced by and dependent upon law. From the time of our birth to the time of our death, laws have a significant impact upon our lives. To function successfully in our society, children and adults need to acquire a knowledge of the nature and purposes of rules and laws and develop a willingness to shape their behavior in accordance with rules and laws.

As children mature, they must learn to adjust successfully from the home to the school and community environments. Among other things, this means that children must learn how to effectively deal with and participate in activities which are governed by different sets of rules and laws and by different authorities. The recognition of rules and laws and acceptance of and compliance with them are integral parts of this important socialization process.

The elementary school plays an important role in helping children to understand, accept, obey, and deal successfully with a variety of rules and laws. It is a role with deep roots in the American educational system, a role consistent with some of our most basic and widely accepted educational goals.

Unfortunately, many educational programs designed to foster an awareness and acceptance of rules and laws have produced less than satisfying results. These programs have been content frequently to emphasize mere conformity to rules and laws and give little attention to fostering understanding and/or they have stressed the restrictive and punitive nature of rules and laws with little or no attention to their facilitative nature. In addition, a number of these programs have consisted of sporadic, piecemeal efforts rather than a series of carefully planned and sequenced learning experiences.

Learning About Law offers an alternative to these kinds of approaches. Designed primarily for use with fifth and sixth grade students, it provides a carefully sequenced series of learning activities to facilitate student understanding of the nature, purpose, and characteristics of laws. As a result of participating in these learning activities, the intermediate school child should be better able to deal with the rules and laws that prevail in his/her world and better prepared to deal responsibly with the laws he/she will encounter when entering the world of the adult.

Overall Goals

Learning About Law offers a rich variety of learning activities that foster an understanding of law and the development of important knowledge, attitudes and skills consistent with accepted goals of good citizenship.

A. Knowledge Goals

At the conclusion of this unit, each student will be able to:

1. distinguish between laws and customs and cite at least two examples of each;
2. recognize how law affects his/her life and cite at least three examples of this;
3. distinguish between the facilitative nature of law and the restrictive nature of law and provide at least one example of each;

4. distinguish between freedom and license and explain what freedom means in a society governed by laws;
5. identify at least three reasons for laws (e.g. health, safety, property, getting along with others) and cite a specific example of each;
6. state at least four characteristics of good laws (e.g., fair, clear, capable of being followed, consistent with contemporary life and values) and cite at least two examples of laws that meet these criteria;
7. distinguish between fair and unfair laws, clear and unclear laws, laws which are capable and incapable of being followed and laws which are well-suited and ill-suited to our modern society;
8. re-state poorly written laws to meet the criteria for good laws (see #6 above);
9. to propose at least one law that could contribute to the improvement of life in his/her community; and,
10. state his/her belief about the nature and importance of laws and support that belief with specific reasons.

B. Attitude Goals

At the conclusion of this unit, each student will be able to:

1. accept rules and laws as necessary to guide his/her behavior at home, at school, and in the community;
2. accept differences in the opinions of others about laws;
3. indicate an interest in laws by participating effectively in class discussions and class activities related to laws;
4. show his/her appreciation of laws by accepting and demonstrating personal responsibility for following laws at home, at school, and in the community; and,
5. publicly affirm his/her belief in the importance of laws.

C. Skill Goals

At the conclusion of this unit, each student will be able to:

1. observe and describe specific situations at home, at school, and in the community where laws are applied;
2. classify laws according to the functions they serve;
3. predict likely consequences of having no laws in specific situations;
4. formulate hypotheses concerning the necessity for laws in given situations;
5. propose solutions to problems related to laws in his/her community.

General Description

Learning About Law consists of a series of carefully sequenced learning activities designed for use by fifth and sixth grade students. It provides opportunities for intermediate age children to clarify their feelings and beliefs about laws, to acquire insight into the reasons for and purposes of laws, to become familiar with both the facilitative and restrictive nature of laws, to become aware of some characteristics of good laws, to evaluate laws, and to propose laws for improving specific situations in their own community.

The unit is divided into fourteen separate lessons. The nature of each lesson is described in summary fashion in an overview and the objectives are specified in behavioral terms. Handouts form the basis of each lesson and are printed on master dittos to enable the teacher to duplicate as many copies as are needed for a particular group of students. Specific procedures for each lesson are provided in sufficient detail to enable a teacher to use them effectively. In addition, a series of supplementary activities are given for each lesson under the heading, "Enrichment Activities." These enrichment activities, while optional, provide additional opportunities for expanding each lesson. It is strongly recommended that they be given careful consideration in light of individual lesson objectives and student needs and interests. These activities are designed to play integral parts in concept development rather than to serve merely as additional add-on activities.

Learning About Law may be used in several ways. One way is to treat it as a miniunit with each lesson taught on consecutive days. Assuming that each lesson constitutes a day's work, the miniunit approach would require a minimum of fourteen days of instruction.

A second way of using **Learning About Law** is to divide it into three sub-units and teach each sub-unit separately between other larger instructional units that are part of the regular curriculum. For example, sub-units could consist of lessons one through three, which deal with student attitudes and beliefs about law and provide an operative definition for law, lessons four through eight, which develop an awareness of law, the need for law and common reasons for having laws, and lessons nine through fourteen, which focus upon the characteristics of good laws, criteria for evaluating and writing laws, and a culminating activity to help students clarify their attitudes and values about law.

Advantages of the sub-unit approach include greater flexibility for the teacher to use suggested enrichment activities and more time for students to engage in ongoing, long-range projects. In addition, the sub-unit approach will be less likely to require a dramatic alteration of the traditional curriculum and will permit the reinforcement of important unit concepts several times during the school year. This approach would require a minimum of twenty to twenty-five days of instruction.

A third approach is to expand **Learning About Law** into a major instructional unit, taught over a period of five to eight consecutive weeks. This approach would permit greater depth and extensive use of enrichment activities. In addition, when used as a major unit, the interdisciplinary nature of **Learning About Law** could be emphasized more effectively. While it is likely to be regarded as a social studies unit and taught within the framework provided for social studies instruction, **Learning About Law** contains many learning activities that correlate highly with knowledge and skill objectives of other subject areas, principally language arts and art. Hence, if this approach is adopted, **Learning About Law** offers many possibilities for enriching the intermediate school curriculum.

Learning About Law is designed to be taught effectively using any one of these three approaches and, with each approach, to give the teacher an opportunity to tailor instructional activities to the needs, interests, and abilities of the class. However, regardless of the approach selected, it is strongly recommended that the conceptual sequence be followed.

Another special feature of **Learning About Law** is a format which permits each student to prepare and keep his/her own individualized booklet on laws. Students may collect the handouts and other enrichment activity material and use them for this purpose.

Assessment of Student Performance

Learning About Law provides many opportunities for evaluating student performance, both formally and informally. Objectives for the unit and for individual lessons are specified to aid the teacher is assessing pupil achievement.

Informal assessment of student performance through teacher observation of student participation in class discussions and other class activities related to the unit should be conducted on a continuous basis. The development of checklists and rating scales to measure student attainment of specific knowledge, attitude and skill objectives may be combined successfully with anecdotal records to provide cumulative evaluative information relating to student performance.

Formal assessment of student performance should also be undertaken. Lessons thirteen and fourteen may be used for this purpose. In lesson thirteen, students are asked to propose a law for their community consistent with the characteristics of good laws. With slight modification, it may be used to assess student mastery of unit objectives, especially knowledge and skill objectives. In lesson fourteen, students complete the same semantic differential that they completed in lesson three, thus providing an excellent opportunity for the teacher to measure changes in student attitudes about laws. Other evaluative measures may be developed by the teacher for assessing student attainment of unit objectives.

By using both formal and informal evaluation, the teacher should be able to effectively assess the extent to which the objectives specified for the unit and for individual lessons have been achieved.

CONTENTS

Lesson One:	What Is a Law?	Page 1
Lesson Two:	Laws and Customs	Page 4
Lesson Three:	How Do You Feel About Law?	Page 8
Lesson Four:	How Law Affects You	Page 11
Lesson Five:	Understanding Freedom	Page 15
Lesson Six:	Living Without Law	Page 20
Lesson Seven:	A Need For Law?	Page 24
Lesson Eight:	Reasons For Law	Page 28
Lesson Nine:	Law Meets Common Needs	Page 31
Lesson Ten:	Laws Should Be Clear and Understandable	Page 35
Lesson Eleven:	Laws for a Modern Society	Page 39
Lesson Twelve:	Recognizing Good Laws	Page 44
Lesson Thirteen:	Writing a Good Law	Page 48
Lesson Fourteen:	How Do You Feel About Law	Page 52

LESSON ONE: What Is A Law?

Overview

Students are likely to hold different beliefs about law. In Lesson One, students share their perceptions of law by responding anonymously to an open-ended statement. Discussion of these responses forms the basis of the lesson. This lesson should provide the teacher with an indication of student perceptions of law at the beginning of the unit. At the end of the unit, students will again be asked to complete this activity. By comparing initial with subsequent perceptions, the teacher should be able to judge the effects of the intervening learning activities.

Objectives

At the completion of this lesson, the student should be able to:

1. state at least five beliefs he/she may hold about law; and,
2. give an explanation of why people have different beliefs about law.

Suggested Procedures

1. Write on the chalkboard the question, "What is a Law?" Without discussion, give each student a copy of Handout One. Read the following instructions to them: (a) "Do **not** put your name on the paper;" (b) "Write from three to five different endings to complete the statement, 'When I think of a law, I think of . . .';" and, (c) "The endings may be one word or several words." [Note: The ditto produces two copies of the handout. Cut it in half before distributing it to students.]
2. When students have completed writing their responses to the unfinished sentence, instruct each to fold his/her paper in half and exchange it with another student. Repeat this procedure two more times. Have students check to make certain they do not end up with their own papers.
3. Ask individual students to share responses found on the paper in their possession. Write these responses on the chalkboard or on chart paper. [Note: These responses should be saved for later use. They will be used for comparative purposes in a subsequent lesson.]
4. Encourage students to react to the statements given. Safeguard anonymity when probing for reasons why a particular work or phrase was suggested. For example, ask the question, "Who can give a reason why someone would have suggested this ending?", rather than the question, "Who wrote this and why did you write it?" Refrain from passing judgement on the quality of student responses at this point in the unit. Treat student responses as tentative hypotheses subject to further investigation and evaluation.

Enrichment Activities

1. **Brainstorming.** To familiarize students with laws, suggest several words to the students and have them try to name as many laws as they can that might be associated with each word. Suggest words familiar to students, such as "bicycle," "car," "park," "letter" and "television." If students encounter difficulty in recognizing laws, provide examples (e.g., for the word "bicycle," laws relating to places where bicycles can and cannot be ridden, the registration of bicycles, safety equipment required, and traffic laws that must be followed can be cited).

2. **Recognizing Laws.** To illustrate how laws often relate to common objects, have students look around the classroom and/or out classroom windows and write down five things that they see. Do not tell students what they are to do with the words at this time. Ask students to fold their paper and exchange it with a classmate. Instruct students to write as many laws as they can think of that relate to the five words on their list. Ask each student to then share his/her laws with the person whose list he/she received. Discuss responses with the entire class.

HANDOUT ONE: What Is A Law?

Below is a statement without an ending. Think of at least three to five endings for it. Write them in the spaces provided.

WHEN I THINK OF A LAW, I THINK OF . . .

First Ending: _____

Second Ending: _____

Third Ending: _____

Fourth Ending: _____

Fifth Ending: _____

HANDOUT ONE: What Is A Law?

Below is a statement without an ending. Think of at least three to five endings for it. Write them in the spaces provided.

WHEN I THINK OF A LAW, I THINK OF . . .

First Ending: _____

Second Ending: _____

Third Ending: _____

Fourth Ending: _____

Fifth Ending: _____

LESSON TWO: Laws And Customs

Overview

Our behavior is influenced by both laws and customs. While both serve useful purposes, laws are ultimately more effective in shaping behavior because of the explicit manner in which they are developed and enforced. Lesson Two addresses the similarities and differences between laws and customs and seeks to help students understand the differing nature and function of each.

Objectives

At the completion of this lesson, the student should be able to:

1. cite four examples of how behavior is influenced by laws and customs;
2. distinguish between a law and a custom when given a list that contains examples of each;
3. state at least two differences between laws and customs; and,
4. state at least one similarity between laws and customs.

Suggested Procedures

1. Distribute Handout Two. Read the introductory material aloud to students (or have students read it silently). Answer the two sample items as a group to ensure that students can differentiate between obvious customs and laws. Tell students to complete the handout.
2. When students have had sufficient time to make their choices, tally their responses using a show of hands. Record the responses on the chalkboard to show the number of students selecting "custom" or "law" for each item. For example:

	Custom	**Law**
Question 1.	19	6
Question 2.	9	16

3. Discuss each question to determine item accuracy and reasons for student choices. Note: Statements 1, 4, 6 and 7 are customs; statements 2, 3, 5, 8, 9 and 10 are laws.
4. In a three-to-five minute period, have students provide other examples of laws and customs. When it is clear that students are able to differentiate between customs and laws, ask them to compare similarities and differences of laws and customs. [Note: If not suggested by the students, the following points should be mentioned. **Similarities:** (a) both establish standards of behavior — what is and what is not permitted; what is and what is not required; and, (b) there are penalties for those who violate both. **Differences:** (a) laws are enforced by governmental bodies whereas customs are enforced by private individuals; (b) laws apply to all persons within a class of people — e.g., U.S. citizens; adults; residents of Ohio — whereas customs may not apply as widely or as uniformly; (c) laws are more precise and more explicit than customs, as a general rule; and, (d) laws have a more specific procedure for enforcement — i.e., due process of law — than customs.]

Enrichment Activities

1. **Art Activity.** Many familiar customs (and laws) are associated with holiday celebrations, such as Christmas, Hanukkah, Easter, Thanksgiving, Fourth of

July, Halloween and New Year's Day. Divide students into groups and assign a holiday to them. Ask each group to draw a mural which illustrates various customs associated with the holiday assigned to the group. Then ask students to list as many laws as they know that are associated with that holiday. Write these on strips of poster board and attach to the mural. Display the murals around the room or hallway. Discuss each mural and determine if the greater number of students (and their families) adhere to the customs associated with the holiday or to the laws. [Note: If students encounter difficulty identifying laws associated with holidays, point out such examples as laws which restrict the sale and use of fireworks, laws which relate to trick or treating during Halloween and to the kinds of tricks that can be "played", laws which permit the blocking of traffic for parades, laws which permit and prohibit schools from conducting certain kinds of holiday celebrations, and laws which establish Mondays as days to celebrate certain holidays rather than on the day they actually occur.]

2. **Interview.** Have students interview older members of their family or community to learn about customs observed when these people were young persons. Have laws either encouraged or discouraged these customs from being observed today? Encourage students to hypothesize why this may have occurred.

3. **Customs in Other Lands.** With a slight investment and a visit to an Oriental food shop, the teacher may buy packages of wooden chopsticks. This will give students an opportunity to experiment first hand with a custom that is very different for them, yet is very ordinary for people living in other lands. Have students practice picking up erasers and other objects representing food with their chopsticks. Prepare a pot of rice and serve it on paper plates so the students can truly become involved with this custom from another land.

   Explain that all cultures have customs related to eating. We use forks, others use chopsticks, and some people use a knife and fork held in each hand throughout the meal. Share some other customs from afar with the students. Examples might include: (a) bowing in Japan as a greeting; (b) a red mark on a person's forehead symbolizing a blessing received, as in Nepal; (c) audiences at sporting events in Brazil who whistle rather than boo when they don't like an official's decision; and, (d) the breaking of a pinata in Mexico to receive gifts and other treats. Initiate a discussion with such questions as: (a) "Have you ever heard about any of these customs?"; (b) Can you think of others?"; (c) "Do these customs seem strange to you?"; (d) "Do you think people in other countries feel the same way about some of our customs?"; (e) "Do all people who live in these countries follow each of the customs?"; and, (f) "Why do people have different customs in different lands?" As an additional activity, students could be asked to research a country to discover examples of laws that are different from ours and examples of laws that are based on customs. These could be shared with the class in an oral report or, if pictures could be found, put on chart paper and displayed around the room.

HANDOUT TWO: Customs and Laws

We follow many rules each day. Some of these rules are called **customs.** Other rules are called **laws.** Do you know the difference between a "custom" and a "law"? **Customs** are rules of conduct based on habit or tradition. For example, when we talk with a person older than we are, we commonly refer to that person as "Mr. Jones," or "Mrs. Jones," or "Miss Jones." And, when we meet someone for the first time or greet friends we have not seen for a while, we often shake their hands (especially if both are males). Laws differ from customs in certain ways. **Laws** are rules of conduct set forth and enforced by a governing authority. For example, a law requires cars to be driven on the right side of the street. Another law requires us to have a driver's license before we are able to drive a car.

Directions: Below are some common rules of behavior. Indicate which of these rules are customs and which are laws by circling the correct response. Do sample questions A and B. Check with your teacher to be sure you have answered these correctly before attempting to answer questions one to ten below.

Sample A. Custom Law Cars are to be driven on the right side of the street.

Sample B. Custom Law Say "hello" when you answer the telephone.

IS IT A CUSTOM OR A LAW?

Custom Law 1. Men should stand up when a woman enters the room.

Custom Law 2. No one should throw trash or litter along the highways or city streets.

Custom Law 3. No person should take or use things that belong to someone else without permission.

Custom Law 4. Married men and married women should wear a ring on the fourth finger of their left hand.

Custom Law 5. No man should have more than one wife at one time and no woman should have more than one husband at one time.

Custom Law 6. Turkey should be served at the Thanksgiving meal.

Custom Law 7. When eating in a restaurant, you should leave a tip of 15% to 20% for the waiter or waitresses who served you.

Custom Law 8. Children should attend school regularly.

Custom Law 9. Children should obey their parents.

Custom Law 10. A man should remove his hat whenever the Star Spangled Banner is played.

LESSON THREE: How Do You Feel About Law?

Overview

In addition to varying beliefs, students have different attitudes and feelings about law. Expressing and discussing these feelings will help students clarify law-related values. Lesson Three uses responses to a semantic differential as a springboard for a discussion of student feelings about law.

The teacher's role in this lesson is to help students understand how they feel about law and to solicit reasons for these feelings. Since this is a values clarification lesson, the teacher should remain non-judgemental about expressed student feelings and refrain from pressuring students to adopt the teacher's feelings about law.

Objectives

At the completion of this lesson, the student should be able to:

1. express his/her feelings about law and tell why he/she feels that way; and,
2. recognize that other students may feel differently and accept their right to do so.

Suggested Procedures

1. Distribute a copy of Handout Three to each student. Read the directions and complete the sample items to indicate the proper procedure for students to follow when completing the exercise. For example, write the sample items on the chalkboard and say, "I love ice cream, so I'm going to put a check next to 'good.' [Do this.] I don't think ice cream is always necessary but I don't think it is always unnecessary either. So, I will put a check in one of the three middle spaces. [Do this.] Now, class, show how you feel about ice cream by putting a check in the two sample items." [Check to see if students are able to follow these directions.]
2. Have students complete the semantic differential. When finished, tally responses for each of the paired words.
3. Select several word pairs for discussion (e.g., pair of words which had a wide spread of opinion; pair of words for which there is a small spread of responses). Encourage students to share the reasons for their choices. [Note: Discussion can be stimulated by requesting students who have indicated polar positions to share the reason(s) for their choice. Request, but do not demand, students to respond.]

Enrichment Activities

1. **Values Indicator.** Assign a number value to the responses given for the paired words in each line ranging from "1" as the most positive to "5" as the least positive. Obtain a class average for each set of words by adding the number given to each student's response and dividing by the total number in the class. The results can be used to develop hypotheses for future investigation. For example, if the class consensus indicated that students strongly felt law was "mean," responses for that position could be elicited and data gathered to test the validity of the judgment. The teacher might also collect the sheets and tally the results at the bottom by adding the numbers in each column. The most positive adjectives are on the left and the least positive are on the right. These results might indicate whether the class, in general, has

positive or negative attitudes about law and the intensity of those attitudes. The results should be kept and compared with a similar survey at the end of the unit to determine if any noticeable changes in student attitudes have occurred.

2. **Sharing Feelings About Law.** Have each student write a statement that shows a good feeling he/she has about law. Next, write a statement that shows a bad feeling about law. Have each student share the statements with a friend. How does the friend feel about the statements? Does he/she agree or disagree with them? Why? Have students discuss which statement was the easier to write and why this was the case.
3. **Opinion Survey.** Duplicate sufficient copies of Handout Three so that each student has three copies. Students should contact three adults (e.g., family members, neighbors, etc.) and ask each to complete the handout. Tally the results or allow a group of interested students take charge of this. Have students compare results obtained in their class with results obtained from adults. Encourage students to note similarities and differences and suggest reasons for them. (Is there another group they would like to survey — high school students, another class in their school, etc.?)

HANDOUT THREE: How Do You Feel About Law?

Directions: Below you will find a series of paired words such as "good-bad." By placing a checkmark in one of the spaces between the two words, you can show how you feel about something. For example, by putting one checkmark in the spaces between the paired words in the sample, you can show how you feel about ice cream. Use only one checkmark for each pair of words.

Sample:

Ice Cream

good	_____	_____	_____	_____	_____	bad
necessary	_____	_____	_____	_____	_____	unnecessary

How do you feel about law? Put a checkmark in one of the spaces between each of the eight paired words below. Remember to use only one check for each pair of words.

Law[1]

good	_____	_____	_____	_____	_____	bad
necessary	_____	_____	_____	_____	_____	unnecessary
clear	_____	_____	_____	_____	_____	unclear
like	_____	_____	_____	_____	_____	dislike
helpful	_____	_____	_____	_____	_____	harmful
fair	_____	_____	_____	_____	_____	unfair
strong	_____	_____	_____	_____	_____	weak
kind	_____	_____	_____	_____	_____	mean

[1]Based on David T. Naylor, "Law Studies in the Schools: A Compendium of Instructional Strategies," **Social Education**, Vol. 41 (March, 1977), p. 177. Reprinted with permission of the National Council for the Social Studies.

LESSON FOUR: How Law Affects You

Overview

Laws affect us in many ways, often in ways we fail to fully recognize or appreciate. Lesson Four uses the story, "A Day in the Life of Tom Phillips," to demonstrate the extent to which laws affect our daily activities. When discussing the laws referred to in this story, students should realize that law is both facilitative and restrictive, that law provides certain procedures which assist and encourage desirable behavior as well as limit undesirable behavior.

Objectives

At the completion of this lesson, the student should be able to:

1. name at least five situations in which laws affect his/her daily life;
2. state two examples of facilitative laws and two examples of restrictive laws and explain how they shape behavior; and,
3. describe law in such a way that both its facilitative and restrictive nature are evident.

Suggested Procedures

1. Distribute copies of Handout Four to each student. Read the story, "A Day in the Life of Tom Phillips," aloud.
2. Using the instructions provided on the handout, direct students to re-read the story and to underline each instance in which law is involved in the story. For example:

   Tom Phillips is **thirteen years old.** He lives at **2893 Sycamore Street, Sweet Gum, Ohio** with his **family,** a **mother** and **father, a brother,** and a **dog.** Today was a **school day,** so Tom got up when his mother called him at **7:00 a.m.** He washed his face with **Dial soap,** brushed his teeth with **Crest toothpaste,** and then got **dressed for school.**

   Soon Tom came to the kitchen. He turned on the **radio** and sat down to eat a breakfast of **orange juice,** a bowl of **Cheerios, toast,** and a **quart** of **milk.** When he finished eating, Tom attached a **leash** to his dog's **collar** and took the dog for a walk around the **block.**

   Returning to his **house,** Tom heard the sound of the **school bus.** He grabbed his **books** and ran to meet the bus which had stopped in front of his house, its **red lights flashing.** Tom boarded the bus and greeted the **bus driver** with a friendly smile. Another day of school was about to begin.

3. Discuss each of the situations identified by the students, using them as springboards to illustrate how much law impacts upon the daily lives of us all. For example:
   - **age** (birth certificate; importance for voting, driving, attending school, marriage, retirement, status as a minor);
   - **address** (zoning, taxes, schools, local ordinances, state laws, etc.);
   - **family** (name, inheritance, marriage, divorce, legal rights and responsibilities of parents and of children, etc.); and,
   - **dog** (type and treatment of pet, innoculations, leash laws, potential liability, etc.).

Enrichment Activities

1. **Time Line.** Have students make a time line showing how law impacts on their daily lives. Divide the class into three groups. Assign each group a part of the day for which they will be responsibile for identifying laws that affect them during that time. Suggested groups might be: (a) before school (6:00 a.m. to 9:00 a.m.); (b) during school (9:00 a.m. to 3:00 p.m.); (c) after school (3:00 p.m. to 7:00 p.m.); and, (d) evening (7:00 p.m. to 11:00 p.m.).

   String a line along one side of the room. Have students in each group print their laws on 3 x 5 index cards and place them on the line in the position in which they occur during the day. A variation of this activity is to have students collect newspaper clippings which illustrate how law affects students. Attach them to the time line in appropriate time segments to visually show how laws have an inpact upon the daily lives of students.

2. **Scavenger Hunt.** Tell students to search for examples of laws in a variety of sources. Have them report their findings to the class by printing them on 3 x 5 index cards, showing a picture from a magazine or a photograph, a drawing, or some piece of realia. Set a time limit of a day or two to allow students ample opportunity to complete their task. Students may work in pairs or groups of three. The scavenger list could be arranged in the following manner: Find an example (or two) of a law ... a newspaper, inside a grocery store, in school, at a sporting event, in your home, on your street, in a movie theater, at a shopping center, in the classroom, and in a car. Have enough lists of items for all the groups in the class. After each group has completed their findings, the class should be able to better understand the extent to which law influences their daily lives.

3. **Pocket Item Game.** Remove something from your pocket or purse and explain several ways that it could be related to law. For example, a coin needs to be made at one of the federal government's mints, it is used as legal tender in the country, one cannot steal someone else's money, and one cannot counterfeit money. Then allow students to remove items from their pockets, purses, or wallets. Have them show each item to another student and have the other student attempt to say or write as many things related to law as the article suggests. Ask pairs to volunteer some of the better ideas they have developed. In fun fashion, this activity should help students to better understand the significant impact that law has on their lives.

HANDOUT FOUR: How Law Affects You

Instructions: Read the story, "A Day in the Life of Tom Phillips." Then re-read it, but this time underlining each word in the story that involves law. For example, begin by underlining "Tom Phillips." Your name is your identity in society. It's given to you at birth, recorded on a birth certificate, and used on all legal documents throughout your life. If you don't like your name, you can change it through a legal procedure.

"A Day in the Life of Tom Phillips"[1]

Tom Phillips is thirteen years old. He lives at 2893 Sycamore Street, Sweet Gum, Ohio with his family, a mother and father, a brother, and a dog. Today was a school day, so Tom got up when his mother called him at 7:00 a.m. He washed his face with Dial soap, brushed his teeth with Crest toothpaste, and then got dressed for school.

Soon Tom came to the kitchen. He turned on the radio and sat down to eat a breakfast of orange juice, a bowl of Cheerios, toast, and a quart of milk. When he finished eating, Tom attached a leash to his dog's collar and took the dog for a walk around the block.

Returning to his house, Tom heard the sound of the school bus. He grabbed his books and ran to meet the bus which had stopped in front of his house, its red lights flashing. Tom boarded the bus and greeted the bus driver with a friendly smile. Another day of school was about to begin.

[1]David T. Naylor, "Law Studies in the Schools: A Compendium of Instructional Strategies," **Social Education,** Vol. 41 (March, 1977), pp. 170-171. Reprinted with permission of the National Council for the Social Studies.

LESSON FIVE: Understanding Freedom

Overview

Liberty is not license. In our society, we surrender the right to do whatever we wish, whenever we wish in order to enjoy freedom under law. In Lesson Five, this important principle is developed through a specially written adaptation of Aesop's fable, "The Dog and the Wolf." Using a story in which the dog represents ordered liberty and the wolf represents license, students consider whether it is necessary to give up some freedom in order to live in harmony with others.

Objectives

At the conclusion of this lesson, the student should be able to:

1. state a definition for the word "freedom";
2. describe the role that laws play in establishing freedom; and,
3. tell whether he/she would prefer to give up some freedom to live in a society governed by law and state at least two reasons to support his/her belief.

Suggested Procedures

1. Give a copy of Handout Five to each student. Ask students to read the story of "The Dog and the Wolf" and be prepared to answer the questions which follow it on the handout.
2. Draw a large balance scale on the chalkboard. Write the word "WOLF" on the top of one side of the scale and the word "DOG" on top of the other side of the scale. Pose the question, "Did the wolf or the dog make a better choice?" Write student responses under the proper heading on the chalkboard.
3. Ask students to consider whether they are more like the wolf or the dog. Ask such questions as those which follow to stimulate and clarify student thinking.
   a. Do you agree with the wolf's definition of freedom? Are you free only if you are able to do everything you want whenever you want to do it?
   b. What does the collar symbolize (stand for)? In what ways could we be said to wear a collar like the dog? Are laws the collar we wear? Explain.
   c. Do you agree or disagree with the statement that it is necessary to give up some of your freedom in order to live in harmony with others? Why?
   d. How do laws help to protect us and preserve our freedom? Can laws also destroy our freedom? Explain.

Enrichment Activities

1. **Categorizing.** Using the laws identified in the story of Tom Phillips developed in Handout Four, have students categorize them into: (a) Laws that Help Us to Do Something; and, (b) Laws that Restrict Us From Doing Something. Discuss student responses and point out both the facilitative and restrictive nature of laws.

   A variation of this activity is to place a list of laws on the chalkboard and ask students to write (or state) at least one way that the law might help people or make it possible for them to do something and at least one way that the same law might hurt people or hinder their ability to do something. The list of laws could include: (a) No Smoking; (b) Fasten Seat Belts; (c) Speed Limit 55 mph; (d) Cross at Corners Only; and, (e) Drive on the right side of the road. Provide opportunities for students to share their responses. Explore with students whether such laws are necessary.

2. **Game Without Rules.** Divide the class into five groups. Give each member of every group an object (e.g., playing card, blank index card, piece of macaroni, eraser, etc.). Tell students that they are going to play a game. With no further directions, tell students to start playing the game. Be dramatic! Use commands such as "Get ready," "Get set," and "Go." Confusion is likely to result very quickly. After a short while, allow students to make one rule for the game. Let the game proceed for a few more moments and then allow someone else in the respective groups to suggest a second rule. At the next break in the action, have students suggest as many rules as they feel will be necessary to play the game. Permit students to use the rules to play the game.

   After the game concludes, have students reflect on the experience. Use such questions as those which follow to help students. Ask: (a) "How did you feel when you were told you were going to play a game? Why?"; (b) "What did you think you were to do with the object you were given?"; (c) "What did you want to do when the 'go' command was given?"; (d) "What did you do and why?"; (e) "What happened when rule one was stated? How did you feel about this?"; (f) "What happened when rule two was stated? How did you feel about this?"; (g) "Did additional rules help or hinder the playing of the game?"; and, (h) "What was the purpose of doing this activity?"

3. **Analysis of Classroom Rules.** Have students discuss how some classroom rules might help or hinder their freedom. Ask them to react to such rules as: (a) raising one's hand to speak; (b) only one person may speak at one time; (c) sharpen pencils only in the morning; (d) share responsibility for cleaning the classroom; (e) no eating of food in the classroom; and, (f) wait until recess to get a drink of water. Explore reasons for these and other rules. Ask students to consider if such rules should be eliminated. Have students consider the alternative to abolishing a rule.

HANDOUT FIVE: Understanding Freedom

The story below is based on one of Aesop's fables. Read it and be ready to tell how you would answer the question which follows it.

The Dog and the Wolf

Once there was a wolf who was nearly dead with hunger. He was very thin, so thin that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food. As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said, "You are in terrible shape! You look as if you haven't eaten for many days."

"You're right," said the wolf. "I haven't eaten because you and your friends have done too good a job guarding the sheep. Now I am so weak that I have little hope of finding food. I think I shall surely die."

"Then why not join us?" asked the dog. "I work regularly and I eat regularly. You could do the same. I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won't have to worry about you stealing the sheep any more and you won't have to worry about going hungry any more. It's a good deal for both of us."

The wolf thought it over for a few minutes and then decided that the dog was right. So they went off together toward the ranch house where the dog lived. But, as they were walking, the wolf noticed that the hair on a certain part of the dog's neck was matted down and thinning. He was curious about this, for the dog had such a beautiful full coat everywhere else. Finally, he asked the dog about it.

"Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night."

"Chained up!" cried the wolf. "Do you mean that you are chained up at night? If so, does that mean that if I come to live with you I must wear a collar and be chained up at night too?"

"That's right," answered the dog. "But, you'll get used to it soon enough. Why I hardly think about it anymore."

"But, if I am chained up, then I won't be able to walk when I want to take a walk or to run where I want to run," the wolf said. "If I come to live with you, I won't be free anymore." After saying this, the wolf turned and began to run away.

The dog called after the wolf, saying, "Wait! Come back! I may not be able to do everything I want when I want to do it but I'm healthy, well-fed, and I have a warm place to sleep. You are too worried about keeping alive to enjoy life. I'm more free than you are."

Question: Who made the better choice, the dog or the wolf?

LESSON SIX: Living Without Law

Overview

Our lives would radically change if there were no laws. In Lesson Six, four episodes are used to help students think of possible consequences resulting from the elimination of or lack of widespread compliance with law. In this way, students should become more aware of the many positive ways law influences our daily lives.

Objectives

At the completion of this lesson, the student should be able to:

1. describe at least four situations in which laws help him/her in his/her daily life;
2. state at least three ways in which his/her life would change if there were no laws; and,
3. tell whether he/she would prefer to live with or without laws and cite at least three reasons to support his/her conclusion.

Suggested Procedures

1. Distribute Handout Six to students. Read aloud the introduction and directions. Use "Story A" to help students understand the nature of the task.
2. Divide the class into six groups. Give each of the remaining stories to two different groups. Instruct each group to answer the questions pertaining to the story given to it.
3. After permitting sufficient time for groups to meet and discuss the stories, reassemble the students to form one large group. Ask the two groups assigned to each story to report on what they had discussed. Place student responses on the chalkboard. Repeat this process until all three stories have been discussed and each group has had an opportunity to report. Discuss student responses.
4. Conclude the lesson by having students respond to the question, "What would life be like without law?"

Enrichment Activities

1. **Dramatization.** Have students perform a short play depicting life without laws. The students should be permitted to meet in small groups and decide which law they wish to do without. They must also determine how they are going to present this to the class in a short performance. If a video tape recorder is available in the school, catch the action and replay it for students to analyze and enjoy.

   A variation of this activity is to find an interesting picture in a magazine where a law is shown meeting a common need or not meeting a common need. The picture should deal with a situation familiar to students. Divide students into groups and allow planning time to decide how they will demonstrate the importance of the law in the picture. Then have students role play the situation.

2. **Creative Writing.** Tell students to imagine that they are living in a community that has no laws at all. Instruct students to write a short story about what life would be like without laws at home, on the way to school, at school,

downtown, etc. Encourage students to share their stories with the class. Display student stories on a bulletin board or in the hallway with an appropriate heading.

3. **Classroom Experiment.** Tell students that the wastebasket is closed for the day. All trash intended for the wastebasket may be thrown on the floor. (No gum, please!) Inform the principal and janitor of your class experiment. At the end of the day, as trash accumulates on the floor, ask students to respond to the following questions: (a) "What did you think when I closed the wastebasket for the day?"; (b) "How did you feel when you had to throw something away?"; (c) "How did you feel as the day went on and the trash began piling up on the floor?"; and, (d) "What bothered you most about this situation?"

   After asking students to express their feelings about this situations, explore such questions as: (a) "How would a rule prevent this situation from reoccurring?"; (b) "Do you know of a rule about littering in your home or in the community?" "What is this rule?"; (c) "How is that rule enforced?"; and, (d) "Is it a necessary rule? Are our lives better or worse because of this rule? Explain.

HANDOUT SIX: Living Without Law

Laws influence our lives in many ways. Like air and water, we tend to take laws for granted. We seldom think of what our lives would be like if there were no laws at all. Each of the short stories below should help you think of how different our lives would be without laws. Read each story and answer the three questions which follow each story.

What If There Were No Laws?

Story A: Felicia stepped off the curb when the "WALK" sign flashed green. A car came down the street heading right for Felicia. It stopped when its driver saw the red traffic light.

Questions:
1. What could have happened if a law did not require cars to stop for red lights?
2. What other traffic laws can you think of?
3. What would happen if there were no traffic laws at all?

Story B: Sam and his friends sat impatiently outside the chain link fence in front of the entrance to the swimming pool. Inside, pool attendants were busy preparing the pool for the day. One was using a vacuum to remove dirt from the bottom of the pool. Another was adding chlorine to the pool, cleaning the filter and testing the water. A third attendant was checking the diving board and other equipment. Until these things were done, Sam and his friends would not be able to use the pool.

Questions:
1. What could happen if laws did not require swimming pools to be clean and safe?
2. What other laws help keep things clean and safe?
3. What would happen if there were no laws requiring things to be clean and safe?

Story C: Margaret rode her new bicycle to school. It was the first 10-speed bike she ever owned and she was very proud of it. Later, when school ended, Shirley left the building before Margaret. Shirley's bicycle was old, dented and had only one speed. Margaret's bike caught Shirley's eye. She wished she could have it.

Questions:
1. What could happen if there were no laws to protect the property we own?
2. What other laws help protect property?
3. What would happen if there were no laws to help people protect the things they owned?

Story D: Arthur's parents wanted to buy a new car. They visited many places and looked at many different kinds of cars. Finally they saw one they liked. The car cost $5,000. They paid the car dealer $1,000 and agreed to pay him $200 each month until the car was paid for. But after a few months Arthur's parents found it difficult to pay $200 each month. There were many other things that the $200 could be used for.

Questions:
1. What could happen if a law did not require Arthur's parents to do what they said they would do?
2. What other laws require people to keep their agreements?
3. What would happen if there were no laws requiring people to do what they said they would do?

LESSON SEVEN: A Need For Law?

Overview

Students are often uncertain about their feelings concerning the need for laws to govern human relations. In Lesson Seven, students pretend they are part of a group planning to settle an uninhabited region. Asked to consider signing an agreement providing for a rudimentary legal system, students use an adjective checklist to express their feelings about a revised form of the Mayflower Compact. [Note: Students are not told that the agreement is based on the Mayflower Compact until the end of the lesson. The discussion should result in several hypotheses about the purposes served by law and why laws are needed.]

Objectives

At the completion of this lesson, the student should be able to:

1. describe three purposes for laws to govern members of a community;
2. discuss his/her feelings about the need for laws; and,
3. hypothesize the consequences of having a group of people attempt to live together without law.

Suggested Procedures

1. Give each student a copy of Handout Seven. Read the information to the students, especially the proposed statement. When reading it, make a special effort to use proper inflection to make the statements flow and to enhance understanding. Clarify any words which may be unclear.
2. Ask students to indicate how they feel about this agreement by checking appropriate words in the adjective checklist. Instruct students to check as many or as few words as they deem appropriate.
3. When students have had sufficient time to make their selections, use a show of hands to tally the number of students who checked each word. Select various words and ask students to explain why they chose to check or not to check them.
4. Ask the following series of questions and probe to ascertain reasons for student responses.
   a. If you were members of this group, how many of you would sign this agreement? Why or why not?;
   b. What do you think would happen if the group failed to sign an agreement like this? What would life be like in the new settlement if there were no laws at all?
   c. Do you know of any situation where this type of agreement was made by a group of people settling in a new land? [Note: Refer students to the Pilgrims who arrived on the Mayflower. Point out the similarities between the agreement in the handout and the Mayflower Compact.]

The Mayflower Compact (1620)

In the name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith &c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our

King and Country, a Voyage to plant the first colony in the northern Parts of Virginia; Do by these presents, solemnly and mutually in the Presence of God and one another, convenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid; And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Offices, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience.

Enrichment Activities

1. **Historical Incident.** To further illustrate the need for law, relate this lesson to the study of the Pilgrims and their settlement of Plymouth Colony in 1620. Initiate a discussion by asking the following questions: (a) "Why did the Pilgrims leave England?"; (b) "Why did they sign the Mayflower Compact before leaving the ship?"; (c) "What do you think the Pilgrims meant by 'just and equal laws for the general Good' "; (d) "What did you think some of these laws would be?"; (e) "What is meant when they say this agreement was a government established by the people?"; (f) "Who do you think would enforce these laws?"; and, (g) "Why do you think it is important that the Pilgrims agreed to obey the laws that most of them thought were fair?" Have several students research life among the Pilgrims and how laws helped or hindered them.
2. **Role Play.** Students may attempt to act out the signing of the Mayflower Compact. A group of interested students could research the topic more fully and present a one act play to the class. Remind them to include details showing majority rule in voting, living conditions back in England that they didn't want in the new land, the signing of the agreement before leaving the ship, and what happened one year later. If interest is high and students have prepared well, invite other classes, parents, and/or the principal to observe a performance or videotape it for further discussion and use.
3. **Hypothetical Situation.** Divide the class into groups of six to eight students. Tell each group that they are to pretend that they belong to a neighborhood group that wants to build a clubhouse. Each group should first decide the kind of clubhouse they would like to build and possibly make a drawing of it. Then the students in each group should devise a set of rules for the use of the clubhouse. Inform students that they are to write only those rules that most of the members of their group will agree to follow.

   When students finish these tasks, have the different groups share the rules of their pact. How did they reach agreement on the rules they have written? What difficulties, if any, did they encounter? How did they solve their problems? Ask students to consider how easy or difficult it was to make rules for a group.

HANDOUT SEVEN: A Need For Law?

Pretend that you are part of a group of people who are unhappy with life in this country. You and the 100 other members of your group want to move to a different place in the world. After much searching, you finally find a remote area of the world where no one else lives. All of you agree to settle there to establish a new way of life.

As you begin to make plans, some members of the group suggest that guidelines for living in the new area should be made. They ask all members of the group to sign the following statement.

> WE AGREE TO JOIN TOGETHER TO ESTABLISH A NEW SETTLEMENT IN AN UNINHABITED AREA OF THE WORLD. WE PLEDGE TO COOPERATE WITH ONE ANOTHER AND TO BE BOUND TOGETHER AS ONE BODY FOR THE COMMON GOOD OF ALL WHO LIVE IN THE SETTLEMENT. WHEN, FROM TIME TO TIME, IT BECOMES NECESSARY FOR LAWS TO BE MADE TO PROMOTE THE GENERAL WELFARE, WE WILL MAKE AND ENFORCE THOSE LAWS. WE PROMISE THAT THESE WILL BE FAIR AND EQUAL LAWS AND WE VOW THAT WE SHALL OBEY THEM.

Indicate how you feel about this statement by placing a checkmark next to each of the words below.

This Agreement Is . . .

_____ Helpful	_____ Meaningful	_____ Wise
_____ Stupid	_____ Useless	_____ Bossy
_____ Weak	_____ Important	_____ Unworthy
_____ Unfriendly	_____ Harsh	_____ Strong
_____ Bad	_____ Thoughtful	_____ Necessary
_____ Unimportant	_____ Good	_____ Useful

LESSON EIGHT: Reasons For Laws

Overview

The need for laws can be supported by several different reasons. In Lesson Eight, each student rates potential reasons for laws. A class consensus on the best reasons for having laws is achieved through examining the average class rating of each reason and discussing the rationale supporting student evaluations. Once obtained, the class consensus is then compared with the reasons for laws found in the Preamble to the Constitution of the United States.

Objectives

At the completion of this lesson, the student should be able to:

1. state at least four reasons supporting the need for laws;
2. orally present a rationale supporting his/her stated reasons for having laws; and,
3. compare and contrast his/her reasons with those found in the Preamble to the Constitution of the United States.

Suggested Procedures

1. Distribute a copy of Handout Eight to each student. Instruct students to read the directions and make their choices.
2. When students finish the activity, tally the results to determine the spread of opinion for each of the twelve items. Discuss student responses.
3. Using a weighted scoring system (Excellent 4; good 3; Poor 2; Terrible 1), obtain a total point value for each of the twelve items (use student responses obtained in the earlier tally).
4. Write the heading, "Reasons for Law," on the chalkboard or on a piece of newsprint. In rank order, list the five items with the highest number totals. Discuss these results. Compare and contrast these reasons with those found in the Preamble to the Constitution of the United States.

Preamble

We the People of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, to ordain and establish this CONSTITUTION for the United States of America.

Enrichment Activities

1. **Using the Preamble.** Have students attempt to interpret the meaning of the Preamble by looking at each part separately. Do this as a class activity or divide students into small groups and assign parts of the Preamble to each group (e.g., one group could be asked to interpret — "We the People of the United States;" "in order to form a more perfect Union;" and, "establish Justice"). Share the results of the groups with the class as a whole. Have students then attempt to rewrite the Preamble in their own words. A variation of this activity would be to have students compare and contrast the Preamble and the Mayflower Compact.

2. **Brainstorming.** Divide the class into small groups. Use items receiving the highest point totals in Handout Eight and assign a different one to each group. Have each group identify as many examples of contemporary laws that directly relate to this reason as they can. For example, if reason five is selected, students should be asked to name as many laws as they can that keep people from harming each other. Have each group share its findings with the class. Write the category assigned to each group and the laws it has identified on poster paper and display in the room.

HANDOUT EIGHT: Reasons For Law

Below are some reasons people have given to explain why laws are needed. Circle one of the four words—**Excellent, Good, Poor,** or **Terrible**—to indicate how good a reason you think each is to explain why laws are needed.

How Good a Reason?				
Excellent	Good	Poor	Terrible	1. Laws are needed to provide and maintain safe living conditions for people.
Excellent	Good	Poor	Terrible	2. Laws are needed to protect the things we own, such as clothes, cars and homes.
Excellent	Good	Poor	Terrible	3. Laws are needed to make it possible to give special favors to selected groups of people.
Excellent	Good	Poor	Terrible	4. Laws are needed to prevent certain groups of people from gaining power.
Excellent	Good	Poor	Terrible	5. Laws are needed to prevent people from harming each other.
Excellent	Good	Poor	Terrible	6. Laws are needed to help us have a happy life.
Excellent	Good	Poor	Terrible	7. Laws are needed to help us get rid of people we do not like.
Excellent	Good	Poor	Terrible	8. Laws are needed to assure that all people are treated fairly.
Excellent	Good	Poor	Terrible	9. Laws are needed to help us enjoy and preserve the freedoms we have.
Excellent	Good	Poor	Terrible	10. Laws are needed to protect us from those who would wish to harm us.
Excellent	Good	Poor	Terrible	11. Laws are needed to make sure that rich people stay rich.
Excellent	Good	Poor	Terrible	12. Laws are needed to make people live up to their agreements.

LESSON NINE: Law Meets Common Needs

Overview

The ability to recognize laws in everyday settings is a prerequisite to understanding how laws meet common needs. In Lesson Nine, students identify examples of people obeying and ignoring laws in an artist's sketch of a hypothetical street scene. These laws are then classified according to their purpose as "safety laws," "health laws," "property laws," and "getting along with others" laws. These categories serve to clarify the kinds of common needs which laws meet.

Objectives

At the completion of this lesson, the student should be able to:

1. cite examples of behaviors which represent the obeying and ignoring of laws;
2. describe at least four situations in which laws are needed to guide people's behaviors and hypothesize the consequences of having no laws in these situations; and,
3. identify at least four ways in which laws satisfy common needs and classify given laws as safety, health, property, or getting along with others laws.

Suggested Procedures

1. Given each student a copy of Handout Nine. Instruct them to: (a) put a **circle** around situations where people seem to be following a law; and, (b) put a **rectangle** around situations where it appears people are ignoring a law.
2. Call on individual students to identify one situation he/she has circled which shows a law being followed. Ask the student to state the law being followed and give a reason for having that law. List on the chalkboard or on a piece of newsprint each of the laws identified and each of the reasons given for those laws. [Note: Students should be able to identify the following situations; (a) car stopped for a traffic light; (b) pedestrian crossing the street when the "WALK" sign is lit; (c) pedistrian using the crosswalk to cross the street; (d) man walking on sidewalk rather than on the grass; (e) man walking his dog on a leash; and, (f) woman putting trash in the litter basket.]
3. Use a similar procedure to have students identify situations where it appears people are ignoring a law. Have individual students state the law being ignored and give a reason for having such a law. List on the chalkboard or on newsprint all laws identified and reasons given. [Note: Students should be able to identify the following situations: (a) woman's purse being stolen; (b) dog running free, not on a leash; (c) dog trying to bite someone; (d) car parked in front of a fire hydrant in front of a burning building; (e) youngster writing graffiti on a building; and, (f) child throwing stones at windows of an abandoned building; and, (g) building violating air pollution laws.]
4. Place the following headings on the chalkboard. Have students use them to classify the laws identified in this lesson as follows:

   Law Meets Common Needs

   Safety Health Property Getting Along With Others

   Have students suggest other laws they are familiar with which meet these common needs. Write all responses on poster board and display.

Enrichment Activities

1. **Field Experience.** Take students on a walking tour of their community and photograph examples of specific laws that they identify. Before the tour, briefly discuss the types of laws that they should be looking for (i.e., health laws, safety laws, property laws and getting along with others laws). Have individuals or small groups of students think about creative ways to show the laws so they would be the central characters in each of the pictures and everyone would appear in at least one photograph. When pictures are developed, have students classify them (use an opaque projecter to enable all students to see each picture) into one of the four categories suggested in this lesson.

   Mount photographs on colored construction paper with neatly printed slogans related to the law being illustrated. The pictures could be posted on a class bulletin board or placed in the school's hallway display case. Have students suggest an appropriate title for the display (e.g., "Room 12 Knows the Law," or "Do You Know the Law? We Do!"). In addition, use the following questions to initiate a discussion about laws in the community as illustrated in the pictures taken on the community tour: (a) "What law is Brenda showing us in photograph #1?"; (b) "What need does this meet in our community?"; (c) "What do you think would happen if we did not have a law like this in our community?"; and, (d) "Is a law like this necessary?"

2. **Classification.** Ask students to find, cut out, and bring to class pictures or stories in magazines and newspapers that show examples of people following or disregarding laws. Classify the pictures under one of the following headings — health law, safety law, property law, getting along with others law. A variation of this activity is to ask students to read the comic section of their newspaper and collect cartoons that show laws in any of these four areas. A special fun display could be made using only cartoon examples of these four types of laws. [Note: The teacher may wish to collect sufficient examples for this purpose.]

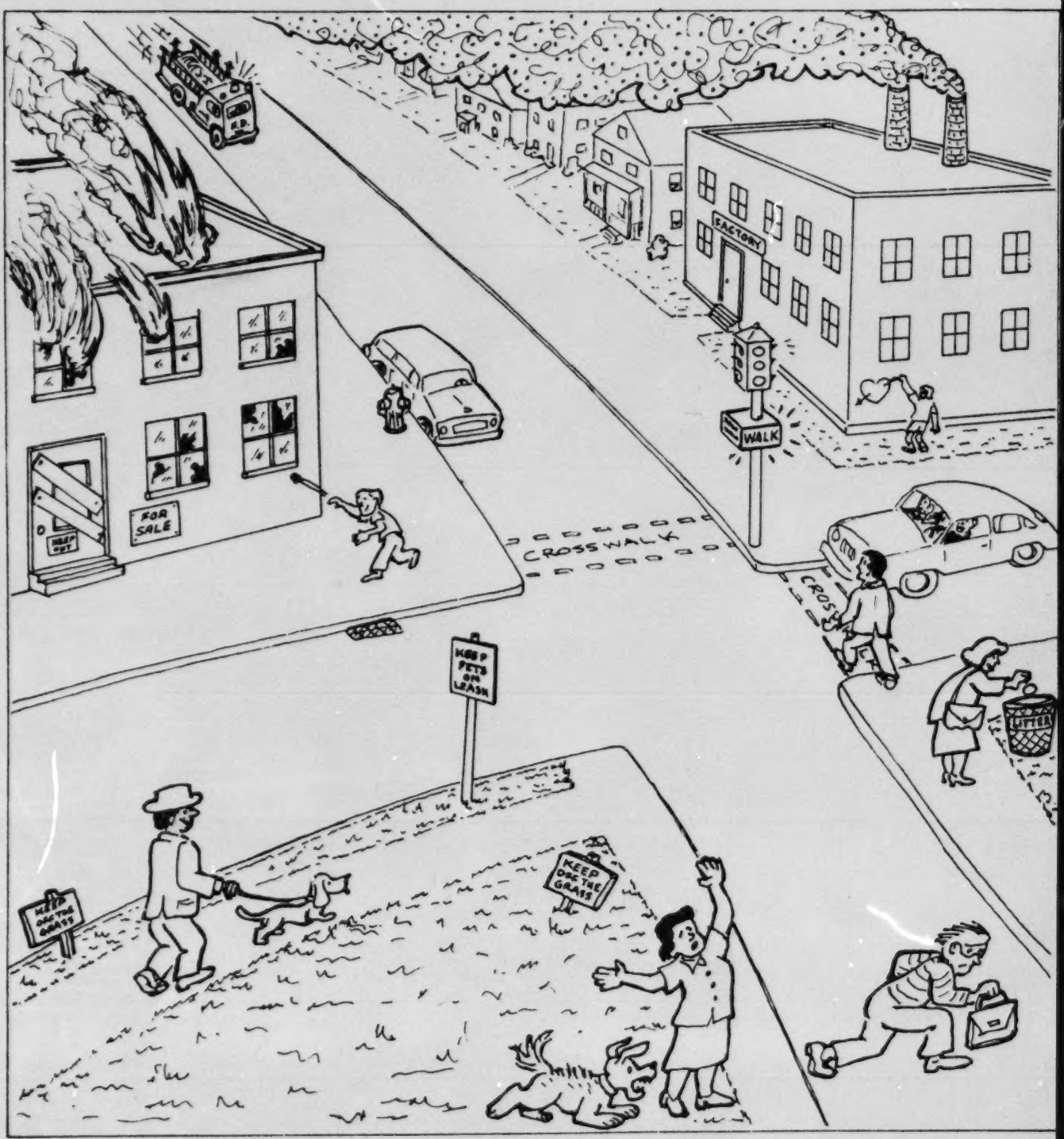
3. **Art Activity.** Ask students to draw cartoons or comic strips that show how laws meet common needs in the community. Share the finished products with other students in small groups. Allow each group to select the most creative cartoons for display and discussion.

4. **Outside Speaker.** Invite an attorney or police officer to visit the classroom to discuss how laws meet common community needs. Prior to a visit, however, thoroughly prepare students for this experience.

   This can be a very enriching and important activity. However, care is needed in attending to careful preparation if the potential of this experience is to be achieved. For example, the speaker should be selected with care. He/she should be someone who can communicate effectively with children. The teacher should either meet the speaker beforehand or talk with him/her by telephone, making clear the purpose, the visit, the topics to be addressed, the interests of the class and the extent of student preparation. Students also need to understand who is to visit the classroom, and why that person was selected, and when that person is coming. If desired, students could prepare a list of questions to share with the speaker before his/her visit. In addition, students should analyze the value of the session after the speaker has left and, when possible, use the content shared as a basis or stimulus for further investigation.

HANDOUT NINE: Law Meets Common Needs

In the picture below there are people who appear to be following laws and people who appear not to be following laws. Put a circle around situations where people seem to be following laws and a rectangle around situations where people seem to be ignoring laws.



LESSON TEN: Laws Should Be Clear And Understandable

Overview

Our behavior is most effectively guided by laws which are clearly communicated to us. In Lesson Ten, students recognize that some laws are communicated in such a way that they can easily be misunderstood and examine the consequences of unclear laws. In this lesson, clarity is introduced as the first of a set of criteria which students will subsequently use to evaluate laws.

Objectives

At the conclusion of this lesson, the student should be able to:

1. tell why laws must be clearly stated to effectively guide people's behavior;
2. distinguish between laws which are clearly and vaguely communicated in given situations;
3. design procedures for clearly communicating laws to people in given situations; and,
4. rewrite at least two vaguely written laws so that their intent is more clearly communicated.

Suggested Procedures

1. Give Handout Ten-A to students. Direct them to read the story and follow directions.
2. After students have had sufficient time to complete the activity, discuss their responses. Point out the confusion that unclear signs can create. [Note: These are actual signs that the authors observed in Ohio. "No Standing" prohibits cars from stopping or parking in the designated area. It does not refer to people. The city of Cincinnati has decided to replace these signs with "No Parking" signs because of the confusion they have created. "Don't Mow Trees" was observed on a hillside along an interstate highway. It cautioned those who mowed the grass to avoid the area because seedlings, planted to retard erosion, were planted there. The actual sign, however, is accurately reproduced on the handout.]
3. Distribute Handout Ten-B to students. Pair students and have each pair complete the activity.
4. Lead a class discussion about the three laws on the handout. Emphasize the confusion caused by unclear laws. Help students to understand the rationale for clear and understandable laws. [Note: In Law A, must the dog or the owner of the dog be on a leash? In Law B, what is an object? Does this law prohibit playing catch, launching a paper airplane, or tossing a paper clip into a wastepaper basket? In Law C, are all bees prohibited or only beehives? If persons are permitted to have beehives in a neighboring town, what happens if some of those bees fly within city limits?]

Enrichment Activities

1. **Using Photographs.** Take pictures of as many signs as possible in the community that are related to laws. For added interest, you may wish to include students in the picture with the sign doing something to illustrate its meaning.

If it is a confusing sign, students could stand there with a puzzled look on their faces or act in the manner the sign seems to suggest. Display these photographs on a bulletin board or in the hallway.

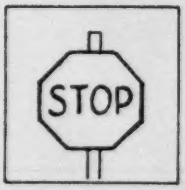
2. **Crazy Signs.** Students might enjoy making up signs that illustrate rules for different parts of the classroom. Some of these situations could be humorous. For example, a stop sign on a closet door, a yield sign at the doorway, a "no loitering" sign in the game center, a "no standing" sign at the teacher's desk, a "watch children" sign on the window, a "children crossing" sign in the hallway. Encourage students to illustrate the signs with cartoon characters and captions.

3. **Creative Writing.** Have students write rules for the classroom that are confusing. They should attempt to write one confusing rule for every regular rule that they follow in the room. Suggestions could include "no writing on the desks" (meaning no writing of any kind, whether on paper or not) or "throw all papers in the trash can" (it means all papers!).

   After students have finished writing their "unclear" rules, divide them into groups of three. Let them share their new rules in the small groups and then ask the group to suggest some of the most creative ideas they have heard for the different rules. Print up a poster of these unclear rules and display it in the room. (This poster should serve as a visual reminder of the need for laws to be clear and understandable.)

HANDOUT TEN-A: Signs Can Be Confusing

One day Brenda, a second grader, and her family decided to go to the zoo. As they drove from their home to the city, they passed many signs along the way. Brenda noticed that some of the signs were easy to understand. But, other signs were not very clear and she found them very confusing. Below are some of the signs that Brenda saw. Next to each sign is what Brenda thought it meant. Do you agree with her? If not, put a line through what Brenda said and write in what you think the sign means.



Brenda thought this meant, "Don't move!"

_____

_____

Brenda thought this meant, "Only running or crawling allowed here!"

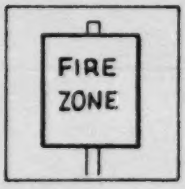
_____

_____

Brenda thought this meant, "Don't mow the trees!" (That's right, don't mow the trees!")

_____

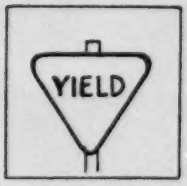
_____



Brenda thought this meant, "Make your fires here."

_____

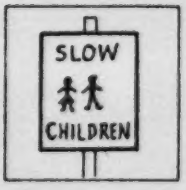
_____



Brenda thought this meant, "Give up!"

_____

_____



Brenda thought this meant, "Kids who live around here run very slowly."

_____

_____

HANDOUT TEN-B: Laws Should Be Stated Clearly

Just as some signs may not be clear, laws themselves are sometimes unclear. The three laws below are not very well written. Rewrite them so that they are clear and understandable.

LAW A: No dog shall be in a public place without its owner on a leash.

Questions: 1. What does this law permit or prohibit?
2. Rewrite this law so that its meaning is clear.

_____

_____

LAW B: No stones or other objects shall be thrown in any way, at any time, any place in the city.

Questions: 1. What does this law permit or prohibit?
2. Rewrite this law so that its meaning is clear.

_____

_____

LAW C: Bees are not permitted within city limits.

Questions: 1. What does this law permit or prohibit?
2. Rewrite this law so that its meaning is clear.

_____

_____

LESSON ELEVEN: Laws For a Modern Society

Overview

Some laws are ineffective because they are vaguely stated or not clearly communicated. Other laws fail to guide our behavior because they ignore specific needs, do not reflect society's values, are not fair and consistent, or are simply outdated. The activities in Lesson Eleven develop these additional criteria for evaluating laws. Class discussions of these criteria are essential if students are to develop a clear understanding of the characteristics of good laws.

Objectives

At the completion of this lesson, the student should be able to:

1. state and use the following questions as guidelines for evaluating laws: (a) is the law clearly stated and communicated?; (b) does the law meet a specific need?; (c) is the law consistent with society's values?; (d) is the law fair and consistent?; and, (e) will the law become outdated in the near future?;
2. identify laws which are so poorly written that they need to be discarded and rewrite other poorly written laws so that they are acceptable; and,
3. hypothesize reasons for laws becoming outdated and cite at least three examples of outdated laws.

Suggested Procedures

1. Pass out Handout Eleven-A to students. Ask students to describe why each law could be regarded as a "silly law" and suggest reasons why such laws may have been passed.
2. Then distribute Handout Eleven-B. Tell students to read the directions and complete the task.
3. When students have had sufficient time to complete the activity, discuss their responses. Emphasize that good laws are not only clear and understandable, but also practical and suitable for our modern society. [Note: For law 1, what responsibility does an inn-keeper (hotel, motel) have for a guest's car? Must parking space be provided? How has the idea in law 2 carried over to the present day? Why must cars and trucks have headlights and a horn? What requirements are there for bicycles? In regard to law 3, some requirements still exist regarding dress. Today, however, most restrictions are based on custom rather than law. But, school dress codes still exist, though they are not as strict as they once were. Some city ordinances restrict beach wear on city streets. Virtually all communities prohibit public nudity. How much has the idea behind law 4 changed? Who is able to vote today? What restrictions exist for voting today (e.g., registration, residency rules)? Should age be considered as a necessary requirement? For law 5, what laws do we have today about attending church? How free is a person to choose what church to attend and whether to attend or not? Do some Ohio communities still prohibit the sale of certain items on Sunday?]
4. Ask students to list any laws they know of that have changed through the years. Discuss the examples suggested by the students. [Note: If students have difficulty providing examples, you may wish to suggest the following — literacy laws as a requirement for voting; b. laws forbidding women from voting and owning property; c. laws providing for slavery; d. laws requiring segregated schools, housing and transportation; and, e. prohibition laws.]

Enrichment Activities

1. **Interview.** Ask students to interview older members of their family or neighborhood about laws that they used to follow but which are considered silly or simply out-dated today. Suggest that students tape record their interviews or write them up in such a way that the highlights could be shared with the class.

   As a variation of this activity, invite an attorney who has practiced law for forty years or more to visit with the class. Have him/her discuss the changes that have occurred in law since he/she first began to practice. Request that the visitor provide examples of laws which have since become outdated, laws which would today be considered silly laws, and laws which he/she feels will likely become outdated in the future. If available, use a video tape recorder of the session and save it for further discussion and later use.

2. **Creative Writing.** Have students write a story about the kinds of laws they think we might need for the future, laws that do not now exist. To prepare students, discuss ways in which the automobile industry has been changing in recent years and the laws related to speed limits, unleaded gas, air pollution devices, new bumpers and both seat belts and air bags. Mention some of the ideas currently being considered, such as gasohol, electric cars, car rentals that require putting money in a box to start the car and leaving it at a similar drop off place when finished, and rationing of gasoline. As an option, some students may wish to design their "car of the future" and specify laws that will be needed to govern its use.

3. **A Global Perspective.** Invite a person who has lived in a foreign country to speak to the class about how the laws in that country are similar to and different from those in the United States. For example, a visitor who has lived in Great Britian or Canada would provide an excellent opportunity to point out how much the American system of laws is based on the British system as well as some differences. A visitor from a Middle Eastern country could provide some interesting differences. In addition, ask the visitor to comment on some laws that he/she finds unusual in this country as well as some laws in his/her own country that might seem unusual to American students. Explore reasons for these laws and the relationship of customs and laws in both countries.

4. **More Silly Laws.** Additional examples of silly laws are easily found. A number of books are available, such as the books, **Eating Peanuts in Church** and **The Great Trenton Pickle Ordinance and Other Bonehead Legislation.** In addition, occasionally articles are published in magazines or newspapers discussing "silly laws." For example, in 1979 a United Press International story appeared in many newspapers describing the effort New Jersey Governor Brendan Byrne to repeal 138 out-dated or useless laws. These included such laws as: (a) horses may not be ridden faster than four mph across a sidewalk; (b) do not hitch your horse to a public lamp post or fire hydrant; (c) do not race horses on a highway; (d) do not knowingly hinder or delay the movement of a trolly car through an intersection; and (e) stop your car and remain stationary if a horse is passing you in the opposite direction on a highway.

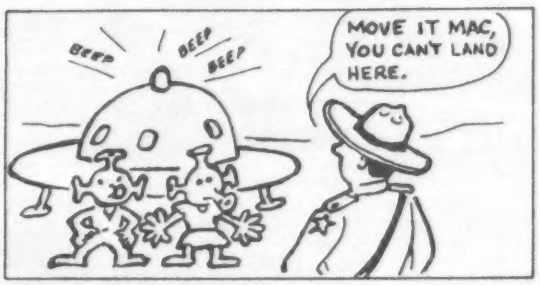
HANDOUT ELEVEN-A: Silly Laws

Below are some examples of real laws that are often called "silly laws." Read them and see if you agree. Do these laws really mean what the pictures suggest they mean?

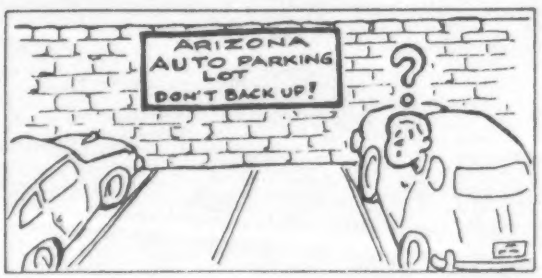
A city in New Jersey forbids pigeons from flying over it unless they are licensed.

In one community in Minnesota, every male must grow a beard each year.

In a town in Maine, it's illegal to blow your nose in public.



A law in one Kansas community makes it illegal for UFO's to land in the town.



It is against the law in one Arizona town to back up your car.

HANDOUT ELEVEN-B: Laws For A Modern Society

Some laws are unclear, some are impossible to follow and some are really silly. Another group of laws are not useful because they have become outdated. As our society changes, so, too, must our laws change.

Below are some laws which have become outdated. Tell how each can be changed to fit today's society. Write your present day law on the line provided.

Law 1. One major city had a law which required an inn-keeper to take care of a guest's horse.

Law for Today: _____

_____

Law 2. A law required every owner of a horse-drawn sleigh to have at least three bells attached to it.

Law for Today: _____

_____

Law 3. In some communities, it was illegal for women to wear dresses that did not cover their shoes.

Law for Today: _____

_____

Law 4. At one time, the law only permitted men who owned property to vote. No other persons were allowed to vote.

Law for Today: _____

_____

Law 5. In some communities, the law required all persons to attend church each week.

Law for Today: _____

_____

LESSON TWELVE: Recognizing Good Laws

Overview

Students do not always understand that most laws have advantages and disadvantages. Lesson Twelve provides opportunities for students to weigh the advantages and disadvantages of several laws in an effort to develop a process whereby students can assess the "goodness" of specific laws. The process involves answering four questions about any specific law: (a) What good things could happen as a result of this law?"; (b) "What bad things could happen as a result of this law?"; (c) "Is the law fair to all people?"; and, (d) "Would you favor a similar law for your own community?" Thus, in lesson twelve students consider the consequences when deciding if a proposed law should be passed.

Objectives

At the completion of this lesson, the student should be able to:

1. determine the advantages and disadvantages of a proposed law;
2. assess the fairness of a proposed law; and,
3. evaluate a proposed law by assessing the likely consequences of the law.

Suggested Procedures

1. Begin the lesson by selecting two students — a boy and a girl — to read the following dialogue to the class.

   Teacher: Todd and Sharon are going to the store. They must cross a busy street to get there.

   Sharon: Let's cross here, Todd. The store's just across the street.

   Todd: No, Sharon, we better not do that. It's against the law to jaywalk. See, the sign says, "Cross only at a crosswalk."

   Sharon: But we're in a hurry Todd. Come on, no one will know.

   Todd: Look at all the cars, Sharon. They only have to stop at the crosswalk. It's safer to cross there.

   Sharon: Who wants to go all the way to the corner? If we do that, we'll have to walk all the way back after we cross the street. That's dumb!

   Todd: Maybe it is, but what would happen if everyone decided to cross the street wherever they pleased?

2. Explore the following questions with the class: (a) "What are the advantages of following Todd's advice?" "of following Sharon's advice?"; (b) "What are the disadvantages of following Todd's advice?" "of following Sharon's advice?"; (c) "Is the 'crosswalk law' fair to all people (i.e., pedestrians and drivers)?" "to most people?"; and, (d) "Do you favor a 'crosswalk law' for our community?" [Note: During the discussion, emphasize that when we have a law, some people must be willing to give up some of their freedom (e.g., crossing the street wherever they want) to live together more successfully (e.g., to have safe streets).]

3. Distribute Handout Twelve and read the first paragraph together. Decide on one of the following procedures:

   a. **Individual.** Have students read the handout and write answers to the questions. Students may be given the opportunity to complete the ques-

tions when working on individual assignments. When completed, discuss student responses with the class as a whole.

b. **Small Group.** Have students read and answer the questions in small groups of 3-5 students. Each group should be prepared to share their answers with the class as a whole. Allow time for a subsequent class discussion of student responses.

c. **Large Group.** Read the handout and discuss the questions as a class.

4. Whichever procedure you choose to use, draw a balance scale on the chalkboard during the class discussion period. Label one side of the scale, "Advantages," and the other side, "Disadvantages." List student responses accordingly.

Enrichment Activities

1. **Community Survey.** If your community has a Sunday closing law, a curfew law, a law restricting service to minors, or other similar kind of law, use it as a focal point for an in-depth study. For example, if your community has a Sunday closing law, have students conduct a survey of stores and businesses in the community that are open on Sunday, closed on Sunday, or have limited open hours. Have students graph the results of their survey and draw conclusions about the data they have collected. They may arrive at conclusions similar to the following: (a) most stores that are open on Sunday are grocery stores; (b) most gas stations are open on Sunday; (c) all bars and liquor stores are closed on Sunday; and, (d) some restaurants are open on Sunday. Display the graph prominently in the room. Permit different groups surveying different kinds of businesses to report and graph their findings. Then, provide sufficient time for students to examine the results and draw conclusions from the completed graph.

   A variation of this activity is to have students interview business owners and business managers in their community to determine why they close on Sunday. Is it a matter of a federal, state, or local law? Do they close for religious reasons? Do they close to provide employees a day of rest? Are there other reasons? This information can be gathered by telephone or personal interviews. Remind students that they need to be able to quickly and clearly explain that this is a school project and why it is being done. Students should have a list of questions that they wish to have answered. Remind them, too, that they should be polite and considerate of the owner's busy schedule. Instruct students to keep good notes and report their finding to the class. Have the entire class analyze the results of these interviews.

2. **Speaker.** Invite an attorney or a legislator to the class to discuss some recent legislation of importance to the class. Specify in the invitation the area(s) that you wish to be discussed. Discuss prior to the speaker's appearance essential background information and encourage students to prepare several key questions beforehand. If the proposed legislation is controversial, you may wish to invite two speakers on the topic, one who supports the proposed law and one who is opposed. Either have both speakers appear on the same day (you may wish to use a modified debate format) or on separate days.

HANDOUT TWELVE: Recognizing Good Laws

We can not always do as we please. Laws often require us to give up some of our freedom so that we can live together more successfully. We are willing to do this because we believe that the advantages gained by following laws outweigh the disadvantages. For example, speed limits prevent us from driving as fast as we might like to drive. But, they are necessary to prevent people from being injured, especially in towns and cities.

Read the two laws that follow. Answer the questions and decide whether the advantages gained by the law outweigh the disadvantages. Are these good laws?

Law I : In one major city in Ohio, all automobiles parked on the city's streets must pass a safety-lane inspection test for harmful exhaust gases. The inspection costs $3.75 per car. Stickers are put on the windshield of cars that pass this test. Owners of parked cars without these stickers must pay a fine.

Questions:

1. What good things could happen as a result of this law?
2. What bad things could happen as a result of this law?
3. Is this law fair to all (or most) people?
4. Would you favor a similar law for your community? Tell why you would or would not.

Law II: During a severe winter, heating fuels became scarce. Many states took steps to conserve available fuels. One state passed a law to prevent people from wasting fuel. The law permitted inspectors to come into private homes without warning and check to see if thermostats are set below 65°F.

Questions:

1. What good things could happen as a result of this law?
2. What bad things could happen as a result of this law?
3. Is this law fair to all (or most) people?
4. Would you favor a similar law for your community? Tell why you would or would not.

LESSON THIRTEEN: Writing A Good Law

Overview

Lesson Thirteen provides students with an opportunity to apply the knowledge and skills developed the first twelve lessons. Small groups of students identify local situations where a good law would help people in their community live together more successfully. Several possible situations are suggested to assist students. Each group then writes a law for the specific situation they select. A checklist is provided to guide their efforts.

When each group has written a law, the laws are exchanged among the groups and evaluated using the criteria developed in previous lessons. The closing class discussion is an important element of this lesson since it provides an opportunity for a summative review of the characteristics of a good law.

Objectives

At the completion of this lesson, the student should be able to:

1. identify a local situation which could be improved by a good law; and,
2. propose and write a good law for the situation identified (i.e., a law which meets a common purpose, and which is clear, understandable, consistent with community values, fair, will not be likely to become outdated in the near future, and whose advantages outweigh its disadvantages).

Suggested Procedures

1. Give Handout Thirteen to students. As a group activity, read the instructions aloud, including the checklist. Check to ensure that students clearly understand the task.
2. Discuss the six areas for possible laws listed on the handout. Encourage students to add other situations to the list, especially those related to local community needs.
3. Divide students into small groups of 3 to 5 students. Direct each group to write a law using the checklist provided as a guide.
4. Upon completion, each group should exchange the law it has written with another group. Instruct each group to use the checklist to evaluate the law it has been given. Return each law to the original group with comments and recommendations.
5. Have each group read its law to the class. Discuss which laws would be good laws for the students' community. [Note: Use this opportunity to help students recognize and use the characteristics of a good law that have been developed in this unit.]

Enrichment Activities

1. **Role Play.** Have students in each group role play the situation for which they have proposed a law. First, have several students role play the situation which illustrates the problem and the reason(s) why a law is needed. Then, have the same or other students in the group role play the situation with the proposed law in effect. Use class discussion to determine if most students agree that such a law is needed. Discuss possible advantages and disadvantages of the proposed law.

A variation of this activity is to have each group select an area or situation where a law would not be needed in their community. Have students in the group role play two versions of the situation — one without a law in force and another with a law in effect. Use class discussion to determine if most students agree that a law would not be needed here. Permit other students to suggest a law that would be helpful and role play the situation with the proposed law in effect, if deemed worthwhile. Discuss possible advantages and disadvantages of not having a law for this situation.

2. **Laws for the Future.** For each of the following topics, have students write a new law that will be applicable in the year 2001: (a) garbage; (b) animals; (c) age limits; (d) parks; (e) television; (f) citizen band radios; and, (g) smoking. Discuss these proposed laws in small groups and then have the small groups share their most original ideas with the class as a whole. Evaluate the laws using the checklist provided in Handout Thirteen.

   A variation of this activity is to encourage each student to illustrate one of the new laws for the year 2001. Put the drawings on a bulletin board with a caption, "Laws for the Year 2001."

3. **Newspaper Articles.** Have students collect newspaper articles which deal with laws in their community. Select several for analysis and discussion. Use the checklist in Handout Thirteen to evaluate each of these laws. For more depth, obtain copies of the laws and distribute them to students prior to evaluating them. If language presents a problem, rewrite the laws in acceptable fashion to facilitate student understanding.

4. **Action Project.** As a group, choose one or more of the laws suggested by students for their community. Contact a local attorney and invite him/her to visit with the class. Prior to the visit, send copies of the proposed laws to the attorney. Encourage the attorney to help students evaluate their laws, especially their advantages and disadvantages. Revise as deemed necessary. Then present these laws to the law-making body in the community. Contact officials prior to officially proposing the laws. Student participation in this activity should do much to enhance their understanding of how laws are made and implemented.

HANDOUT THIRTEEN: Writing A Good Law

You have looked at ways in which laws can help us live together more successfully. And, you have learned what makes a good law. There are likely to be situations in your community where good laws could help people live together more successfully. In this lesson, you are asked to write such a law.

Listed below are situations where good laws are often needed. Select one of them and write a "good" law for your community. Use this checklist to help you write and evaluate your law.

Checklist for Writing a Good Law

_____ A. Meets a common group need rather than just an individual need.
_____ B. Is clear and understandable.
_____ C. Is possible to follow.
_____ D. Will not become out-dated very quickly.
_____ E. Is fair to all or most people.
_____ F. Its advantages outweigh its disadvantages.

Laws May Be needed for These Situations

1. **Garbage:** Who should pick it up? What should be done with it?

2. **Animals:** What kinds of animals should be allowed in your community? What responsibilities should the owners have?

3. **Age Limits:** What kinds of activities should be limited, if any, because of a person's age?

4. **Television:** Should the kinds of programs shown on television be limited? Should there be any control over the language used in television programs?

5. **Smoking:** Should people be allowed to smoke wherever they choose? Should cigarettes be sold in your community?

6. **Land Use:** Should there be laws for using public property such as parks? Should buildings of all kinds be permitted wherever people want to build them?

LESSON FOURTEEN: How Do You Feel About Law?

Overview

In Lesson Fourteen, a semantic differential is again used to encourage students to express their feelings about law. Class discussion enables students to indicate how they feel about law and to state reasons for these feelings. The lesson concludes with the completion of an open-ended sentence using responses suggested by and acceptable to the students in the class. Thus, Lesson Fourteen provides an opportunity for students to express, clarify, and publicly affirm their feelings about law.

Objectives

At the completion of this lesson, the student should be able to:

1. express his/her feelings about law and tell why he/she feels that way; and,
2. affirm publicly the importance of law in American society.

Suggested Procedures

1. Distribute Handout Fourteen to each student. [Note: This is the same handout as that used in lesson three.] Read the directions given on the handout and complete the sample items to ensure that students understand the proper procedure to follow when completing the exercise. [Note: See "Lesson Three: Suggested Procedures" for more specific procedures.]
2. Have students complete the semantic differential. When they have finished, tally their responses for each of the paired words.
3. Discuss each pair of words. Encourage students to share the reasons for their choices.
4. Write the following unfinished sentence on the chalkboard, "LAWS ARE ...." Elicit possible responses from students. Use a class consensus to determine the responses that are acceptable to most students. Use these responses to write a paragraph or two about laws beginning with the sentence, "Laws are ...." Put this on poster board and display in a prominent place in the classroom.

Enrichment Activities

1. **Survey Comparison.** Repeat exercise one from "Lesson Three: Enrichment Activities." Compare the results of the present survey with those obtained in lesson three. Encourage students to identify similarities and differences and to suggest reasons for this. Overall, have student attitudes become more positive or negative? Speculate on reasons why changes may have occurred.
2. **Creative Writing.** Encourage students to express their feelings about law in a story, a poem, Haiku, Cinquain, or a song. Have students share what they have done with another student in the class, the teacher, or the class as a whole. If appropriate and acceptable, display what students have done in the room or in the hallway. Place the heading, "This is How Classroom 25 Feels About Law", on chartpaper and student contributions below.
3. **Tape Recording.** Tape record individual responses to the statement, "This is how I feel about law." Record individual responses in isolation from other students. Collect statements over a period of several days when students are not engaged in regular classwork. Play back recorded statements to the class. A variation of this activity is to type out key parts of individual student responses. Place them on strips of poster board and display them on a bulletin board titled, "How Our Class Feels About Law."

HANDOUT FOURTEEN: How Do You Feel About Law?

Directions: Below you will find a series of paired words such as "good and bad." By placing a checkmark in one of the spaces between the two words, you can show how you feel about something. For example, by putting one checkmark in the spaces between the paired words in the sample, you can show how you feel about cars. Use only one checkmark for each pair of words.

Sample:

Cars

good	_____	_____	_____	_____	_____	bad
necessary	_____	_____	_____	_____	_____	unnecessary

How do you feel about law? Put a checkmark in one of the spaces between each of the eight paired words below. Remember to use only one check for each pair of words.

Law

good	_____	_____	_____	_____	_____	bad
necessary	_____	_____	_____	_____	_____	unnecessary
clear	_____	_____	_____	_____	_____	unclear
like	_____	_____	_____	_____	_____	dislike
helpful	_____	_____	_____	_____	_____	harmful
fair	_____	_____	_____	_____	_____	unfair
strong	_____	_____	_____	_____	_____	weak
kind	_____	_____	_____	_____	_____	mean

ABOUT THE AUTHORS

Dr. David T. Naylor is an Associate Professor of Education and the Executive Director of the Center for Law-Related Education at the University of Cincinnati. A former classroom teacher in New Jersey, Dr. Naylor has published two books and a number of articles related to teaching about law in elementary and secondary schools. He teaches a series of graduate level law-related education courses at the University of Cincinnati.

Dr. Glenn C. Markle is an Associate Professor of Education and Assistant Dean for Undergraduate Education at the University of Cincinnati. A former classroom teacher in Pennsylvania, Dr. Markle has broad experience related to elementary school curriculum and instruction, with special interests in attitudinal measurement and evaluation.

Dr. Ronald E. Sterling is an Associate Professor of Education at the University of Cincinnati. A former classroom teacher in Pennsylvania and Hawaii, Dr. Sterling is one of the authors in the American Book Company's elementary social studies program.

Mr. Michael V. Minton is a sixth-grade teacher in the North College Hill Public School system. He previously taught sixth-grade in Lebanon, Ohio. Mr. Minton has a master's degree in elementary education from the University of Cincinnati, with a specialization in law-related education. Mr. Minton has extensive experience in teaching law-related education in the elementary schools.